MI-Map

MICHIGAN Department of Education

DESIGNING & DELIVERING INSTRUCTION

Knowing Your Options: Instructional Strategies

Why go this route?

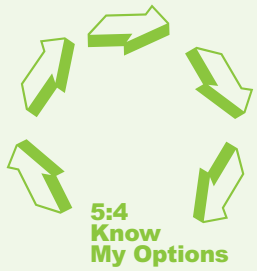
- Because students learn differently… and different strategies speak to different learners.
- Because teachers teach differently… and finding what works for you is part of what makes any strategy work.
- Because learning is an active process and requires teachers to make on-the-spot decisions from a rich repertoire of choices.
- Because transfer and retention are enhanced when multiple strategies are used to learn something.
- Because multiple thinking skills are promoted when strategies are varied.

You'll know you've arrived when...

- You, as a teacher, (or administrator) have as part of your practice several different instructional strategies that can be used for different goals.
- Your daily choices reflect a match between the objective, the learner and the strategy you've selected.

Construction Zone

- This is the fourth (of six) steps in a full instructional design and delivery cycle outlined in MI-Map packets. See Packets 5:1 to 5:6 for the others.



- This packet is designed to help a teacher broaden his/her repertoire of instructional options. The strategy descriptions are framed as observational check-lists identifying what an observer would see when walking into a classroom using each strategy. If principal and teacher discussed observed patterns after a class-room "walkthough," these summaries might be a way to "shop" for complementary new ones to develop.
- If teachers want to learn an unfamiliar strategy to expand their repertoire, professional development time (and a plan) would be required.

It's about TIME

- Browsing through the descriptions can be done in less than an hour.
- Learning a new strategy well could take several months.

Potential COSTS

- Professional development if desired.

The Process

A step-by-step guide to expanding your range of instructional strategies

NOTE: Steps marked with a ● are accompanied by one or more inserts, included in this packet.

1 Familiarize yourself with a range of strategies that speak to different types of learners. Use Insert A for Step 1 to determine your knowledge of instructional practices.

INSERTS B-I offer overviews of eight popular instructional design strategies. They are based on an Administrators' Guide originally developed by the Association of California School Administrators and formatted here as checklists that an observer would use to see how closely a classroom practice aligned with the learning theory behind that particular strategy. Use them to check that all aspects of your chosen strategies are really coming into play when you implement them.

BEHAVIOR FAMILY	**INSERT B: Direct Instruction**
	INSERT C: Lecture Plus
SOCIAL INTERACTION FAMILY:	**INSERT D: Cooperative Learning**
	INSERT E: Role Play
INFORMATION PROCESSING FAMILY:	**INSERT F: Concept Attainment**
	INSERT G: Inquiry
PERSONAL FAMILY:	**INSERT H: Synectics**
	INSERT I: Brainstorming

2 Determine the goals of a particular lesson or unit.

In general, particular kinds of learning lend themselves to one or another "family" of strategies, though categorization is much less important than a good fit of strategy:

Use BEHAVIOR strategies for knowledge acquisition.

Use SOCIAL INTERACTION strategies to develop social skill and processes.

Use INFORMATION PROCESSING strategies for problem solving/critical thinking.

Use PERSONAL strategies to encourage creativity and originality.

3 Then "teach around the wheel" by adding other activities that reinforce or deepen the learning through other experiences.

INSERT for Step 3 describes a technique for differentiating learning explained in MI-Map Packet 5:2 *"Knowing Your Students."* Use the worksheet to go beyond your primary instructional strategy to complement it with a second and/or a third. Find an aspect of your goal that can be approached through one of the other "families" of strategies. Then plan an activity in the second quadrant which complements your primary plan. Using multiple approaches will not only reinforce learners' experience by calling on different senses and skills; it will also draw in more learners (whose preferred mode of learning may lie in another family). Ideally, you could mix a short activity from all four families to solidify mastery of each learning goal.

4 Ask an observer to give you feedback. Trade classroom visits with a peer, or invite your principal to "walk-through" often during a week to see what response you get from learners to the different strategies you include.

Fresh eyes see things that the planner never would notice, and multiple pairs of eyes see more than you can alone. Discussing what worked and where you're still problem-solving can help determine whether you're satisfied with your current repertoire of classroom activities and practices… or whether you want to continue to increase your options.

The checklists B-I could be helpful for your observer to use to make notes.

Getting more mileage from expanding your instructional options

How using multiple instructional strategies benefits

your school in regard to the following initiatives:

No Child Left Behind (NCLB)

- NCLB has added specificity and accountability to the standards put in place by congress in 1994. States and schools must now demonstrate that student achievement is improving and that academic gaps are being eliminated. Scores are reported for the school as a whole, and they are also reported by all subgroups of 30 or more students based on ethnicity, race, gender, economic status, English proficiency, migrant status and disability. (National Association of Secondary School Principals, 2003, K-12 Principals Guide to No Child Left Behind. Pp. 21-27, E.R.S., Arlington, VA)
- In packet 5:2, you identified the individual characteristics of your students. Knowing student strengths and weaknesses is not enough. Highly qualified teachers must have a repertoire of strategies broad enough so that they can adjust instruction to meet individual needs. Teachers and teacher teams must consistently acquire, discuss and evaluate new instructional strategies so that they can meet the varied needs of their students.

Education YES!

- The 33 points associated with school Performance Indicators depend on a school staff continuing to improve instruction so that all students achieve adequate yearly progress. Engagement, improvement, alignment, learning opportunities, and teacher quality can all be documented by demonstrations of staff utilizing multiple instructional strategies.

MI-Plan

- Step 5 (pages 1-9) of MI-Plan is *Research and Select Effective Practices.* This step leads staff through a process to reach the essence of the established goals. It envisions conducting research to discover the most effective practice to meet those goals. MI-Plan has established links directly to educational research sites. Exploring these and other instructional practices can be a form of action research.

Resources

People

Specialists

Most Intermediate School Districts have a specialist working with instructional design and delivery in their service areas.

Coaches

The Alliance for Building Capacity in Schools website lists coaches trained by MSU, and supported by the Michigan Department of Education. Some are experienced in instructional design in Michigan schools. Please visit:

www.abcscoaches.org

Resource Person for Instructional Design and Delivery series of packets

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Source for Instructional Strategy Checklists

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Direct Instruction Checklist

Introduction

In this part of the lesson, the teacher establishes behavioral expectations, informs students about materials needed, and then focuses students on the lesson by stating the learning and relating it to past learning or to life experiences. Behaviors to look for:

- ❑ Students demonstrate an awareness of classroom expectations.
- ❑ Necessary materials are noted by the teacher; handouts are prepared in advance.
- ❑ The lesson is begun promptly, delaying housekeeping chores until students are working independently.
- ❑ The teacher makes a clear statement telling what will be learned.
- ❑ The teacher promotes transfer by relating new learning to prior activities or real life experiences. This creates personal interest.

Teach/Practice

This segment provides students with new information or a skill in small increments through direct input (lecture, film, demo, reading, etc). Students get an opportunity to demonstrate a fundamental grasp of the new learning through application of the knowledge or skill. Behaviors to look for:

- ❑ Direct instruction provides a specific explanation of the new learning.
- ❑ The lesson is at an appropriate level of difficulty for the class.
- ❑ The teacher models by applying the new learning through sample problems, examples or real-life situations.
- ❑ The teacher asks many group or individual questions to be sure students understand.
- ❑ Guided practice gives students an opporutnity to apply new learning in an overt manner so the teacher can observe mastery.
- ❑ The teacher provides individual corrective help where needed, and even reteaches parts of the lesson, if necessary.

Conclusion

To summarize, the teacher asks students questions or provides activities to ensure that the lesson objective has been met. Behaviors to look for:

- ❑ Through a series of questions or activities, the teacher assists students in focusing on the most important aspects of the new learning, demonstrating mastery.
- ❑ Students show confidence in being able to do similar work independently.

Behavioral Family includes:

Direct Instruction Lecture Plus

- GOALS: Knowledge acquisition and skills.

  Focuses on development of knowledge and skill acquisition by promoting student behaviors such as: observing, recalling, summarizing, using rules, mastering skills and concepts
- TEACHER BEHAVIORS: Trainer and Information Giver
- LEARNER BEHAVIORS: Acquisition and Mastery

Direct Instruction includes:

Introduction

- Objective of Lesson

Teach/Practice

- Instruction of Lesson
- Students demonstrate new knowledge for understanding

Conclusion

- Students relate objective of lesson

Lecture Plus Checklist

Introduction

The teacher provides introductory comments for the purpose of focusing and engaging students' attention. The teacher also sets standards as necessary. Behaviors to look for:

- ❑ Teacher begins by asking students to recall previous activities or personal experiences related to the learning… or shares an appropriate anecdote, metaphor or analogy… or displays a related object… or poses an interesting puzzle.
- ❑ Teacher states the topic directly and explains the objective and related activities explicitly.

Teach/Practice

There are two phases in this segment of the lesson. First, an overall organizational structure is presented in the form of a visual graphic. Secondly, the content or learning material is presented. Behaviors to look for:

- ❑ The teacher presents an Advance Organizer which clearly and graphically identifies and gives form to the concepts and generalizations being taught.
- ❑ A clear presentation makes visible relationships in the entire body of knowledge presented, from broad generalizations to specifics.
- ❑ The teacher breaks down the learning task into three to seven key points and structures interaction with the information modeling it him/herself and inviting students as well.
- ❑ Using silence, acceptance, clarifying, and questioning, the teacher stimulates students to active, higher levels of thinking as they integrate the new learning with previous learning.
- ❑ Students have been trained in their roles and stay involved—asking clarifying questions, probing for understanding and generating examples to check integration and application.

Conclusion

Here the teacher leads a discussion on the processes used during the lecture. Students analyze the thinking evoked by the questions and responses. Behaviors to look for:

- ❑ The teacher leads a discussion about the thinking utilized.
- ❑ Students analyze the thinking evoked by questions, responses, etc.
- ❑ Students analyze critically, draw conclusions, generalize and apply to future learning activities.

Behavioral Family includes:

Direct Instruction

Lecture Plus

- GOALS: Knowledge Acquisition and Skills.

  Focuses on development of knowledge and skill acquisition by promoting student behaviors such as: observing, recalling, summarizing, using rules, mastering skills and concepts
- TEACHER BEHAVIORS: Trainer and Information Giver
- LEARNER BEHAVIORS: Acquisition and Mastery

Lecture Plus includes:

Introduction

- Explain objective of Lesson.

Teach/Practice

- Discuss advance organizer.
- Present information using interactive techniques.
- Review major points.
- Integrate new learning with previous knowledge.

Conclusion

- Summarize content and process of lecture.

Cooperative Learning Checklist

Introduction

The purpose of the introductory time period is to orient students to all the procedures involved in small group work and focus attention toward the content objective and the process objective. Behaviors to look for:

- ❑ Teacher defines cooperation operationally by eliciting from the students specific behaviors appropriate to this task while working in learning groups (process objective).
- ❑ Teacher clarifies group size, location and individual roles.
- ❑ Teacher explains learning task clearly and distributes materials efficiently (content objective).

Teach/Practice

During this time, the teacher presents any needed input to the large group and checks for understanding. Students then form groups, as directed, and begin the learning task. Generally there is group and indivual accountability in relation to goals. Behaviors to look for:

- ❑ Students work in groups of 2-6 (smaller for shorter time periods).
- ❑ Students understand the task and how they will be held accountable, both individually and as a group.
- ❑ Group roles required in this task have been taught successfully.
- ❑ Social and collaboration skills needed for the work have been taught.
- ❑ Students are aware of positive interdependence (sink or swim together) and expect each member to do his/her work, help others, and learn and contribute to a group product.
- ❑ Teacher intervenes as needed in relation to content objective.
- ❑ Teacher intervenes reluctantly, if needed, in relation to group process, staying aware of the efficacy of group autonomy.
- ❑ If intervention of either kind is needed, teacher uses questions to encourage student solutions to the apparent problem.

Conclusion

It is very important to allow time at the end to discuss how well the group worked together. Closure regarding CONTENT comes first, then closure about LEARNING PROCESS. Teacher provides feedback in relation to both. Behaviors to look for:

- ❑ The teacher stimulates student analysis of progress toward both.
- ❑ The teacher gives feedback regarding progress toward both.

Social Interaction Family includes:

Cooperative Learning

Role Play

- GOAL: Socialization
  Focuses on development of skills needed to work productively with others while acquiring knowledge, solving problems, exploring possibilities and generating solutions.
- TEACHER BEHAVIORS: Facilitator and Nurturer
- LEARNER BEHAVIORS: Communicating, Valuing, Personalizing and Cooperating.

Cooperative Learning includes:

Introduction

- Orients students to small group procedures.
- Introduces content and process objectives.

Teach/Practice

- Students work in small groups to produce a group product.
- Teacher monitors and intervenes as needed.

Conclusion

- Elicit information and provide feedback on content objective and process objectives.

Role Play Checklist

Introduction

The purpose is to provide students with an understanding of the problem situation, to assign their roles in the activity, and to clarify that feelings and viewpoints will not be censured. Behaviors to look for:

- ❑ Teacher "warms up" students by introducing problem situations and helping students to realize that all views/feelings will be accepted.
- ❑ Teacher asks questions to have students think about and predict outcomes.
- ❑ Students volunteer for roles that they can easily identify with and/or are assigned roles they'll feel less comfortable with, but which will promote growth.
- ❑ Teacher "sets the stage" with questions such as "Where is this action supposed to be taking place?" or "What does this place look like?"
- ❑ Teacher observes to watch for the goals of the role players, the sequence of behaviors, possible feelings expressed and unexpressed.

Teach/Practice

During this period of time, students experience role playing and then review and revise the enactment. This process may be repeated several times to explore possibilities. Behaviors to look for:

- ❑ Students in their roles **enact** the problem situation spontaneously without exaggerating or mugging for the audience.
- ❑ Teacher/student discussion focuses on various interpretations of the role play.
- ❑ The discussion leads into the consequences of the action and the motivations of the actors.
- ❑ Teachers and students discuss alternatives within roles and situations.
- ❑ Students **re-enact** the situation, exploring new alternatives.
- ❑ Teacher and students discuss the re-enactment focusing on possible solutions.

Conclusion

It is necessary to devote time at the end to relating the problem situation to real problems. This facilitates transfer. Behaviors to look for:

- ❑ Teacher leads discussion encouraging students to transfer to life situations.
- ❑ Students reflect on the process, drawing conclusions—if possible—about human relations.

Social Interaction Family includes:

Cooperative Learning

Role Play

- GOAL: Socialization

  Focuses on development of skills needed to work productively with others while acquiring knowledge, solving problems, exploring possibilities and generating solutions.
- TEACHER BEHAVIORS: Facilitator and Nurturer
- LEARNER BEHAVIORS: Communicating, Valuing, Personalizing and Cooperating.

Role Play includes:

Introduction

- Discuss the problem situations.
- Determine roles.
- Discuss possible behavior and feelings for each role.

Teach/Practice

- Students enact the problem situation.
- Discuss the problem situation as interpreted in the role play.
- Re-enact the situation.

Conclusion

- Discuss how the problem situation relates to life or to content objectives.

Concept Attainment Checklist

Introduction

The purpose of this segment is to explain the process which will be used to identify positive and negative examples of a concept. Behaviors to look for:

- ❑ Teacher explains to students that they will be shown positive and negative examples of an undisclosed concept.
- ❑ Teacher asks students to develop a hypothesis by comparing and contrasting the positive and negative examples of the concept.
- ❑ Teacher clarifies that students are to form hypotheses based on information provided, not to think of the activity as a guessing game.

Teach/Practice

During this segment, the teacher presents and identifies several pairs of positive and negative examples. Students compare the attributes in the positive and negative examples. This process continues until most students have a hypothesis about the underlying concept involved. Students state a hypothesis and test it on unlabeled examples. Teacher confirms hypotheses, names the concept and restates the definition. Students generate additional examples. Behaviors to look for:

- ❑ The teacher's examples are clear and large enough for the e ntire class to see.
- ❑ The teacher directs students to compare positive examples for similarities.
- ❑ Teacher directs students to contrast negative examples with positive ones for differences.
- ❑ Teacher continues this process until most students have an hypothesis.
- ❑ Teacher cues or presents additional data to encourage students to continue thinking as needed.
- ❑ Teacher records attributes and/or hypotheses as they are offered.
- ❑ Teacher provides unlabeled examples for students to test hypotheses, and motivates them to generate examples of their own.
- ❑ Teacher or students confirm correct hypotheses or redirect thinking.

Conclusion

This segment gives students the opportunity to understand the thinking strategies that they and others used to attain the concept. Behaviors to look for:

- ❑ Teacher encourages analysis of thinking with questions such as "When did you first have a possible hypothesis? What made you think so? What did you think when you saw the counterexample?"
- ❑ Teacher records "tips" or thinking strategies as they are uncovered.

Information Processing Family includes:

Concept Attainment Inquiry

- GOAL: Critical Thinking

  Focuses on development of decision-making, reasoning and problem-solving.
- TEACHER BEHAVIORS: Intellectual Challenge and Inquiry.
- LEARNER BEHAVIORS: Seeing relationships, searching out evidence, establishing proof, identifying main ideas, testing validity, detecting discrepancies.

Concept Attainment includes:

Introduction

- Explanation of purpose and procedures

Teach/Practice

- Teacher presents positive and negative examples
- Students generate and test hypothesis
- Students confirm or challenge hypothesis, generate rules and examples, verbalize and/or diagram concept.

Conclusion

- Analyze thinking.

Inquiry Checklist

Introduction

As an introduction, the teacher leads a discussion on the inquiry process and sets the standards for the interactions between the students and the teacher. Behaviors to look for:

- ❑ Teacher leads a discussion on process and strategies that can be used with a problem for which he/she has no solution.
- ❑ Teacher maintains an atmosphere where students are responsible for building and testing their own explanations and theories, determining what data they need, and how to collect and use the data.
- ❑ Teacher tells students they will not be called on for a response but have responsibility to seek their own information and volunteer their responses when they are ready.
- ❑ Teacher establishes a structure where only one person is speaking at a time, unless students decide to have a "conference" where free flow discussion is allowed for a short period of time.

Teach/Practice

In this section, the students interact with the teacher and a variety of resources to work toward a solution to a perplexing problem that calls for generating data, using data, formulating hypotheses and testing hypotheses. The teacher acts as a facilitator of the process rather than providing direct instruction; therefore, the students do most of the talking. Behaviors to look for:

- ❑ Teacher poses or identifies a problem that is not explainable with the students' present store of knowledge, expectations, beliefs or predictions.
- ❑ Teacher maintains a non-judgmental environment, uses neutral verbal and non-verbal behaviors, accepts all students' theories or explanations, and resists stating his/her solution to the problem.
- ❑ Teacher expects students to build their own explanations or theories, determine what data they need and how to get and use the data.
- ❑ Teacher facilitates students' acquisition of needed information/data.
- ❑ Teacher clarifies, acknowledges, and probes for students' data and awareness of processes and data sources.

Conclusion

At the conclusion of the inquiry interaction, the teacher leads a discussion on the processes which the students used to work on solutions to puzzling problems. Behaviors to look for:

- ❑ To build awareness of thinking skills, the teacher leads discussion about problem-solving and thinking behaviors the students used.
- ❑ Teacher does not try to lead students to a conclusion or solution to the problem, nor validate an "answer" or a solution.

Information Processing Family includes:

Concept Attainment

Inquiry

- GOAL: Critical Thinking

  Focuses on development of decision-making, reasoning and problem-solving.
- TEACHER BEHAVIORS: Intellectual Challenge and Inquiry.
- LEARNER BEHAVIORS: Seeing relationships, searching out evidence, establishing proof, identifying main ideas, testing validity, detecting discrepancies.

Inquiry includes:

Introduction

- Discuss inquiry process.
- Set standards for inquiry.

Teach/Practice

- Students work to find a possible solution for a perplexing, discrepant problem.
- Students formulate and test theories.

Conclusion

- Discuss the problem-solving and thinking processes used to work towards a solution (metacognition skills).

Synectics Checklist

Introduction

Begin the Synectics lesson with exercises that stimulate thinking such as "free flow" writing or exercises designed to initiate thinking about familiar things in new and different ways. Examples: Which is funnier—3 or 4? Which is rounder—honey or jam? Which is angrier—kitchen or front room? What could this be? Behaviors to look for:

- ❑ Teacher sets the guidelines to include no right or wrong answer, all are acceptable for exploration.
- ❑ Teacher models or demonstrates possible responses.

Teach/Practice

Once students are able to break old mind-sets and exhibit flexibility in thought, they are guided through three steps of the "metaphoric process" -- Direct Analogy, Personal Analogy and Symbolic Analogy. Behaviors to look for:

- ❑ Teacher or students select a topic or word (e.g., earthquake) and look up a definition, preferably in an unabridged dictionary for detail.
- ❑ Students free-write for 3-5 minutes about the topic or word.
- ❑ In response to a question/statement such as "An earthquake is like a _____," students brainstorm vivid images individually or as a group while teacher records these **direct analogies**.
- ❑ Students select a word from the list and create a **personal analogy**. Become the object and describe what it feels like to be it. (e.g., an earthquake) as it embodies the quality you chose (e.g., like music).
- ❑ Students select two qualities that seem "to fight each other" (e.g., bloodthirsty as a hunter and choreographed as music). Students explain why they chose the two, and then answer the question, "How can an earthquake be bloodthirsty and choreographed?"
- ❑ Students take the **compressed conflict** they created and look for other things described by it—e.g., "Bloodthirsty choreography."
- ❑ Students return to the original word or topic and reflect or produce a product that describes it, using the ideas they've played with.

Conclusion

Teacher and students discuss outcomes of the Synectic Process. Behaviors to look for:

- ❑ Teacher assists students in analyzing their own thinking by asking questions such as "When did you experience new ideas? What did it feel like to notice it being new? Which activities helped generate new ideas? Which ones do you want to do more of?"

Personal Family includes:

Synectics

Brainstorming

- GOAL: Creativity

  Focuses on development of personal self through creative expression by promoting fluency, flexibility, originality and elaboration
- TEACHER BEHAVIORS: Facilitator and Stimulator
- LEARNER BEHAVIORS: Exploring, creating, inventing.

Synectics includes:

Introduction

- Stimulate release of creative thinking.

Teach/Practice

- Student makes simple comparisons.
- Student becomes "the thing".
- Student makes comparisons in vairied opposing ways.

Conclusion

- Assist students in analyzing their thinking.
- Lead a discussion on outcomes.

Brainstorming Checklist

Introduction

A ten-minute warm-up session sets the tone for the main session. A simple problem is proposed. The warm-up session demonstrates the type of ideas that may be offered and shows that evaluation is excluded. The chairperson and notetaker become clear about their roles. Behaviors to look for:

- ❑ Teacher or chairperson reviews format of brainstorming session, including suspended judgment.
- ❑ Chairperson proposes a simple problem to brainstorm and leads a 10-min session, with notetaker practicing his/her duties.

Teach/Practice

The chairperson states the problem. Members of the group propose ideas in an "anything goes" fashion. Behaviors to look for:

- ❑ Students work in groups of 6 to 15.
- ❑ Chairperson stops people who evaluate or criticize.
- ❑ Chairperson facilitates the flow of ideas by pointing to speakers.
- ❑ Notetaker uses students own words, keeps up with rhythm and records on a chart or board where all can see the list.
- ❑ Group waits through a lull or pause to see if another wave of ideas is released.
- ❑ Chairperson stops session at end of time or when it's clearly done.

Conclusion

Participants have a means for submitting further ideas once the session is over. The list of ideas is sifted to extract the useful ones. Behaviors to look for:

- ❑ Chairperson sets up a process for submitting further ideas.
- ❑ Chairperson sets up a process for storing and recording ideas permanently.
- ❑ Chairperson reviews purpose of evaluation, and group (or a subgroup) discusses ideas and sorts them into

  —ideas of immediate usefulness,

  —ideas for further exploration,

  —new approaches to the problem.
- ❑ Subgroup (if used) reports findings to brainstorming group.

Personal Family includes:

Synectics Brainstorming

- GOAL: Creativity

  Focuses on development of personal self through creative expression by promoting fluency, flexibility, originality, elaboration.
- TEACHER BEHAVIORS: Facilitator and Stimulator
- LEARNER BEHAVIORS: Exploring, creating, inventing

Brainstorming includes:

Introduction

- Review procedures for brainstorming session through practice.

Teach/Practice

- Chairperson states the problem.
- Group proposes ideas in non-judgmental format.

Conclusion

- Follow up.
- Evaluation of process.

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